



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2008
Code: 10571241
SAU: Falmouth School Department
School: Falmouth Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2008

Grade: 5

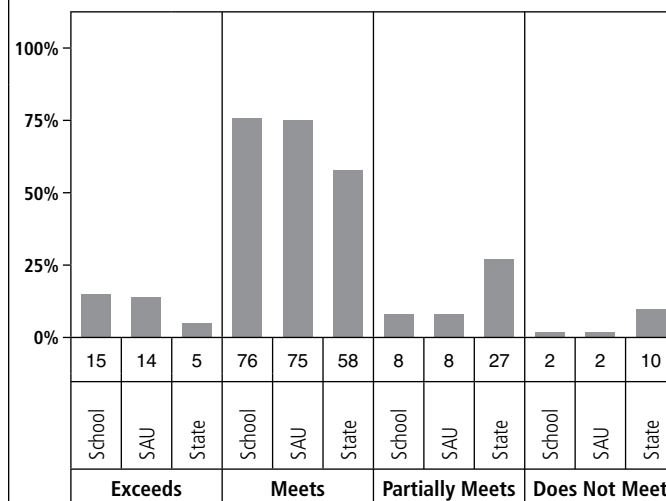
SAU: Falmouth School Department

School: Falmouth Middle School

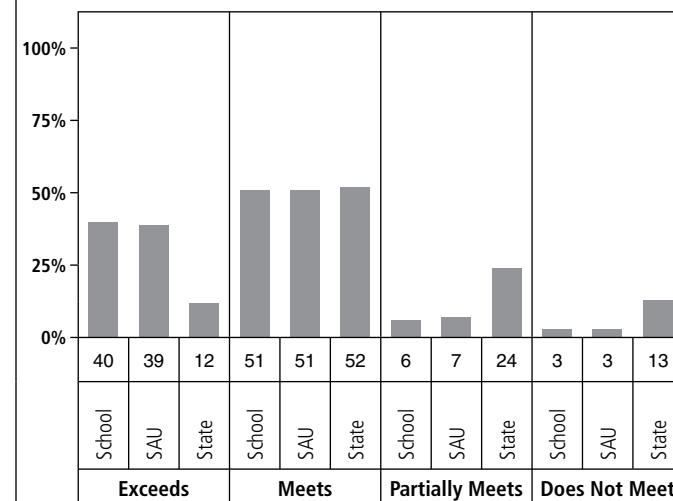
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	551	551	544
2006–2007	551	551	544
2007–2008	553	553	545
Cum. Avg. *	552	552	544
Mathematics			
2005–2006	558	557	543
2006–2007	555	555	546
2007–2008	558	558	546
Cum. Avg. *	557	557	545
ELA – Writing			
2005–2006			
2006–2007	548	548	541
2007–2008	542	541	538
Cum. Avg. *			

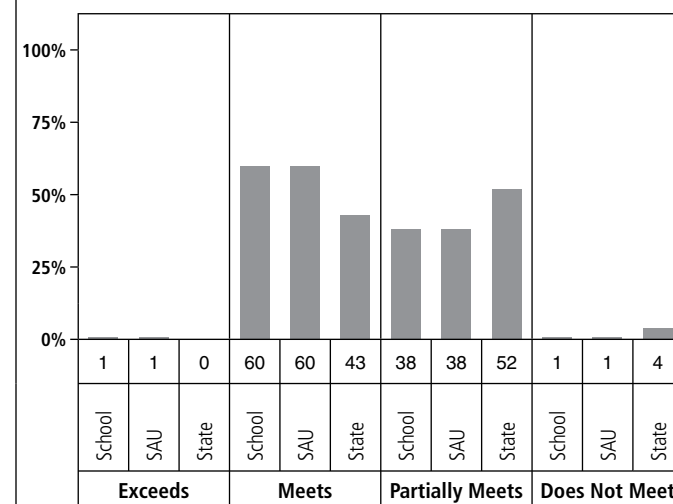
ELA – READING



MATHEMATICS



ELA – WRITING



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 5
 SAU: Falmouth School Department
 School: Falmouth Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA–Reading						Mathematics												ELA–Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	173	100	174	100	14240	100	173	100	174	100	14157	100	173	100	174	100	14156	100							173	100	174	100	14107	99
Ethnicity African American/Black	2	1	2	1	404	3	2	100	2	100	396	98	2	100	2	100	398	99							2	100	2	100	388	96
American Indian or Native Alaskan	0	0	0	0	118	1	0	0	0	0	118	100	0	0	0	0	118	100							0	0	0	0	118	100
Asian or Pacific Islander	5	3	5	3	201	1	5	100	5	100	199	99	5	100	5	100	199	99							5	100	5	100	197	98
Hispanic	2	1	2	1	178	1	2	100	2	100	170	97	2	100	2	100	174	99							2	100	2	100	171	97
Caucasian/White	164	95	165	95	13339	94	164	100	165	100	13274	100	164	100	165	100	13267	100							164	100	165	100	13233	99
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0							0	0	0	0	0	0
Identified disability	18	10	19	11	2555	18	18	100	19	100	2528	99	18	100	19	100	2526	99							18	100	19	100	2507	99
Current LEP	1	1	1	1	337	2	1	100	1	100	328	97	1	100	1	100	334	99							1	100	1	100	323	96
Economically disadvantaged	4	2	4	2	5574	39	4	100	4	100	5528	99	4	100	4	100	5531	99							4	100	4	100	5504	99
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100							0	0	0	0	5	100

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics												ELA-Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	160	92	160	92	11042	78	160	92	160	92	11006	77							157	91	157	90	11127	78
Identified disability (PET/IEP)	5	3	5	3	396	4	5	3	5	3	404	4							5	3	5	3	447	4
LEP	1	1	1	1	144	1	1	1	1	1	141	1							1	1	1	1	147	1
504 plan	0	0	0	0	134	1	0	0	0	0	133	1							0	0	0	0	136	1
Participation with accommodations	12	7	13	7	2974	21	12	7	13	7	3014	21							15	9	16	9	2845	20
Identified disability (PET/IEP)	12	100	13	100	1996	67	12	100	13	100	1986	66							12	80	13	81	1925	68
LEP	0	0	0	0	175	6	0	0	0	0	189	6							0	0	0	0	172	6
504 plan	0	0	0	0	76	3	0	0	0	0	77	3							0	0	0	0	74	3
Other	0	0	0	0	766	26	0	0	0	0	801	27							3	20	3	19	710	25
Participation through alternate assessment (PAAP)	1	1	1	1	136	1	1	1	1	1	136	1							1	1	1	1	135	1
Identified disability (PET/IEP)	1	100	1	100	136	100	1	100	1	100	136	100							1	100	1	100	135	100
LEP	0	0	0	0	4	3	0	0	0	0	4	3							0	0	0	0	4	3
504 plan	0	0	0	0	1	1	0	0	0	0	1	1							0	0	0	0	1	1
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	23	0							0	0	0	0	27	0
Non-participation – other	0	0	0	0	64	0	0	0	0	0	61	0							0	0	0	0	106	1

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 5
SAU: Falmouth School Department
School: Falmouth Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 561–580)	2005-2006	25	14	25	14	721	5
	2006-2007	24	13	24	13	702	5
	2007-2008	25	15	25	14	659	5
	Cum. Total*	74	14	74	14	2082	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006	125	69	126	70	7571	53
	2006-2007	133	71	134	71	7730	55
	2007-2008	130	76	130	75	8195	58
	Cum. Total*	388	72	390	72	23496	56
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 531–540)	2005-2006	25	14	25	14	4343	30
	2006-2007	27	14	27	14	4182	30
	2007-2008	13	8	14	8	3800	27
	Cum. Total*	65	12	66	12	12325	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 500–530)	2005-2006	5	3	5	3	1628	11
	2006-2007	3	2	3	2	1419	10
	2007-2008	4	2	4	2	1362	10
	Cum. Total*	12	2	12	2	4409	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	35.2	73.3	35.1	73.1	29.2	60.8
Literary Text	24	50	18.1	75.4	18.1	75.4	15.0	62.5
Informational Text	24	50	17.0	70.8	17.0	70.8	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: Falmouth School Department
 School: Falmouth Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	172	25	15	130	76	13	8	4	2	553	173	14	75	8	2	553	14016	5	58	27	10	545
Ethnicity																						
African American/Black	2										2						388	1	39	34	26	538
American Indian or Native Alaskan	0										0						116	0	44	45	11	541
Asian or Pacific Islander	5	2	40	3	60	0	0	0	0	559	5	40	60	0	0	559	197	5	64	23	8	546
Hispanic	2										2						167	2	47	37	14	542
Caucasian/White	163	23	14	125	77	11	7	4	2	553	164	14	76	7	2	553	13148	5	59	27	9	545
Not Reported	0										0						0					
Identified disability																						
Yes	17	0	0	9	53	5	29	3	18	541	18	0	50	33	17	541	2392	0	26	42	31	536
No	155	25	16	121	78	8	5	1	1	554	155	16	78	5	1	554	11624	6	65	24	5	547
Current LEP																						
Yes	1										1						319	1	36	34	29	537
No	171	25	15	129	75	13	8	4	2	553	172	15	75	8	2	553	13697	5	59	27	9	545
Economically disadvantaged																						
Yes	4										4						5454	2	48	35	15	541
No	168	25	15	128	76	11	7	4	2	553	169	15	76	7	2	553	8562	7	65	22	6	547
Migrant																						
Yes	0										0						5	0	100	0	0	549
No	172	25	15	130	76	13	8	4	2	553	173	14	75	8	2	553	14011	5	58	27	10	545
Gender																						
Female	84	15	18	65	77	2	2	2	2	554	84	18	77	2	2	554	6766	7	62	24	8	546
Male	88	10	11	65	74	11	13	2	2	551	89	11	73	13	2	551	7250	3	56	30	12	543
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1751	1	35	44	21	538
No	172	25	15	130	76	13	8	4	2	553	173	14	75	8	2	553	12265	5	62	25	8	546
Gifted/talented program																						
Yes	6	4	67	2	33	0	0	0	0	568	6	67	33	0	0	568	464	27	71	2	1	557
No	166	21	13	128	77	13	8	4	2	552	167	13	77	8	2	552	13552	4	58	28	10	544

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 5
 SAU: Falmouth School Department
 School: Falmouth Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	3	100	0	0	0	0	555	2	0	100	0	0	555	5	2	42	34	22	540
B. less than one hour	78	21	16	98	74	9	7	4	3	553	78	16	74	8	3	553	66	5	60	27	9	545
C. one to two hours	18	4	13	24	77	3	10	0	0	553	18	13	77	10	0	553	26	5	61	26	8	546
D. more than two hours	2	0	0	2	67	1	33	0	0	549	2	0	67	33	0	549	2	3	42	32	23	540
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	34	9	16	44	76	4	7	1	2	553	34	16	76	7	2	553	31	7	63	23	7	547
B. They match some of what I have learned.	59	15	15	73	74	8	8	3	3	553	58	15	74	8	3	553	55	4	61	27	8	545
C. They match just a little of what I have learned.	7	1	9	9	82	1	9	0	0	551	7	8	75	17	0	550	11	2	42	37	19	540
D. There is no match.	1	0	0	1	100	0	0	0	0	544	1	0	100	0	0	544	3	1	30	38	31	536
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	35	13	22	46	78	0	0	0	0	558	35	22	78	0	0	558	30	10	68	16	6	549
B. good	56	12	13	70	74	9	9	4	4	551	56	13	74	9	4	551	53	3	59	29	9	544
C. fair	9	0	0	11	73	4	27	0	0	547	9	0	73	27	0	547	15	1	41	40	18	539
D. poor	0										1	0	0	100	0	536	2	0	23	38	39	534
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	20	3	9	25	76	3	9	2	6	550	20	9	74	12	6	550	17	3	45	32	19	541
B. about the same as my regular schoolwork	67	18	16	85	75	8	7	2	2	553	66	16	75	7	2	553	67	5	62	26	7	546
C. easier than my regular schoolwork	14	4	17	17	74	2	9	0	0	554	14	17	74	9	0	554	16	6	59	26	9	545
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	7	0	0	9	82	2	18	0	0	549	7	0	75	25	0	548	13	1	33	42	25	537
B. Most of the passages were about the same as what I normally read.	59	12	12	71	73	10	10	4	4	551	58	12	73	10	4	551	56	3	60	29	8	545
C. Most of the passages were easier than what I normally read.	35	12	21	44	77	1	2	0	0	556	34	21	77	2	0	556	31	9	68	18	6	548
How much time do you spend reading at home each day?																						
A. more than one hour	15	7	28	17	68	0	0	1	4	558	15	28	68	0	4	558	18	8	64	20	8	547
B. 20 minutes to an hour	79	18	14	102	77	10	8	3	2	552	78	14	77	8	2	552	56	5	62	25	7	546
C. less than 20 minutes	5	0	0	6	75	2	25	0	0	547	5	0	75	25	0	547	12	2	50	32	15	542
D. I rarely read at home.	2	0	0	2	67	1	33	0	0	549	2	0	50	50	0	546	13	1	44	38	17	540
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	22	1	3	31	84	4	11	1	3	550	23	3	82	13	3	550	26	3	51	32	14	542
B. six to ten pages	20	4	12	24	71	4	12	2	6	551	20	12	71	12	6	551	28	3	59	28	9	544
C. eleven or more pages	57	20	21	70	73	5	5	1	1	555	57	21	73	5	1	555	47	7	63	23	7	546
Optional school/SAU question																						
A.	0										0											
B.	100	1	50	0	0	0	0	1	50	549	100	50	0	0	50	549						
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 5
SAU: Falmouth School Department
School: Falmouth Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006	66	37	66	36	1415	10
	2006-2007	53	28	53	28	1711	12
	2007-2008	68	40	68	39	1617	12
	Cum. Total*	187	35	187	34	4743	11
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 541–560)	2005-2006	98	54	98	54	6503	45
	2006-2007	106	56	106	56	6778	48
	2007-2008	88	51	88	51	7284	52
	Cum. Total*	292	54	292	54	20565	49
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 529–540)	2005-2006	14	8	14	8	3945	28
	2006-2007	27	14	28	15	3884	28
	2007-2008	11	6	12	7	3341	24
	Cum. Total*	52	10	54	10	11170	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 500–528)	2005-2006	2	1	3	2	2434	17
	2006-2007	3	2	3	2	1683	12
	2007-2008	5	3	5	3	1778	13
	Cum. Total*	10	2	11	2	5895	14

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	11.7	78.0	11.7	78.0	9.0	60.0
Cluster 2: Shape and Size	14	29	9.5	67.9	9.5	67.9	7.5	53.6
Cluster 3: Mathematical Decision Making	5	10	3.5	70.0	3.5	70.0	2.2	44.0
Cluster 4: Patterns	14	29	10.7	76.4	10.7	76.4	8.4	60.0

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: Falmouth School Department
 School: Falmouth Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	172	68	40	88	51	11	6	5	3	558	173	39	51	7	3	558	14020	12	52	24	13	546
Ethnicity																						
African American/Black	2										2						392	5	33	32	31	537
American Indian or Native Alaskan	0										0						116	5	42	31	22	540
Asian or Pacific Islander	5	3	60	2	40	0	0	0	0	566	5	60	40	0	0	566	198	16	59	15	11	549
Hispanic	2										2						173	5	45	30	20	541
Caucasian/White	163	63	39	86	53	10	6	4	2	558	164	38	52	7	2	558	13141	12	53	24	12	546
Not Reported	0										0						0					
Identified disability																						
Yes	17	1	6	9	53	5	29	2	12	544	18	6	50	33	11	543	2390	2	29	34	35	534
No	155	67	43	79	51	6	4	3	2	560	155	43	51	4	2	560	11630	13	57	22	8	548
Current LEP																						
Yes	1										1						330	4	36	27	33	536
No	171	68	40	88	51	10	6	5	3	558	172	40	51	6	3	558	13690	12	52	24	12	546
Economically disadvantaged																						
Yes	4										4						5461	5	46	30	19	541
No	168	68	40	86	51	10	6	4	2	558	169	40	51	7	2	558	8559	16	56	20	9	549
Migrant																						
Yes	0										0						5	0	60	40	0	544
No	172	68	40	88	51	11	6	5	3	558	173	39	51	7	3	558	14015	12	52	24	13	546
Gender																						
Female	84	30	36	47	56	4	5	3	4	557	84	36	56	5	4	557	6767	11	51	24	13	546
Male	88	38	43	41	47	7	8	2	2	559	89	43	46	9	2	558	7253	12	52	23	13	546
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1755	1	37	39	23	538
No	172	68	40	88	51	11	6	5	3	558	173	39	51	7	3	558	12265	13	54	22	11	547
Gifted/talented program																						
Yes	6	6	100	0	0	0	0	0	0	573	6	100	0	0	0	573	464	58	40	2	0	564
No	166	62	37	88	53	11	7	5	3	557	167	37	53	7	3	557	13556	10	52	25	13	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 5
 SAU: Falmouth School Department
 School: Falmouth Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	3	100	0	0	0	0	551	2	0	100	0	0	551	5	6	39	29	25	539
B. less than one hour	78	50	38	67	51	10	8	5	4	557	78	38	50	8	4	557	66	12	52	24	12	546
C. one to two hours	18	16	52	14	45	1	3	0	0	562	18	52	45	3	0	562	26	12	55	23	11	547
D. more than two hours	2	2	67	1	33	0	0	0	0	563	2	67	33	0	0	563	2	9	37	25	29	539
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	51	34	40	43	51	5	6	2	2	558	50	40	51	6	2	558	38	16	56	19	8	549
B. They match some of what I have learned.	45	29	39	38	51	6	8	2	3	558	46	38	50	9	3	558	48	9	53	26	12	545
C. They match just a little of what I have learned.	4	3	50	2	33	0	0	1	17	559	4	50	33	0	17	559	10	6	37	32	24	539
D. There is no match.	1	0	0	1	100	0	0	0	0	548	1	0	100	0	0	548	3	3	24	29	45	532
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	44	48	65	22	30	3	4	1	1	564	44	65	30	4	1	564	31	24	54	14	8	552
B. good	45	19	25	49	64	6	8	2	3	555	45	25	64	9	3	554	47	8	55	25	12	545
C. fair	11	0	0	14	78	2	11	2	11	548	11	0	78	11	11	548	19	2	43	35	20	539
D. poor	1	1	100	0	0	0	0	0	0	570	1	100	0	0	0	570	3	1	26	38	36	533
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	10	4	24	10	59	1	6	2	12	550	11	22	56	11	11	549	18	5	42	30	22	540
B. about the same as my regular schoolwork	68	43	38	60	53	7	6	3	3	558	67	38	53	6	3	558	66	11	55	23	11	547
C. easier than my regular schoolwork	22	21	57	14	38	2	5	0	0	563	22	57	38	5	0	563	17	20	51	19	10	549
How often do you use hands-on materials in mathematics class?																						
A. almost every day	23	12	31	19	49	6	15	2	5	554	23	31	49	15	5	554	21	10	48	26	16	544
B. two or three days a week	44	24	32	46	61	3	4	2	3	557	45	32	61	5	3	557	36	13	54	23	10	547
C. two or three times each month	27	27	59	17	37	2	4	0	0	563	27	59	37	4	0	563	27	12	54	23	11	547
D. never or almost never	5	5	56	3	33	0	0	1	11	556	5	56	33	0	11	556	15	10	49	25	16	544
How often do you use calculators in mathematics class?																						
A. almost every day	7	6	55	4	36	0	0	1	9	560	6	55	36	0	9	560	7	12	44	25	19	543
B. two or three days a week	41	27	39	36	51	5	7	2	3	558	41	39	51	7	3	558	30	13	53	23	11	547
C. two or three times each month	44	29	39	39	53	5	7	1	1	559	44	39	53	7	1	559	34	12	54	23	10	547
D. never or almost never	8	6	43	6	43	1	7	1	7	553	9	40	40	13	7	551	29	9	50	25	16	544
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	2	1	25	1	25	2	50	0	0	550	2	25	25	50	0	550	7	7	40	25	28	539
B. 30–45 minutes	10	2	12	10	59	4	24	1	6	548	10	12	59	24	6	548	31	7	49	29	15	543
C. 45–60 minutes	14	8	33	13	54	1	4	2	8	556	15	32	52	8	8	555	40	12	55	23	10	547
D. more than 60 minutes	73	57	46	61	49	4	3	2	2	560	73	46	49	3	2	560	23	18	54	19	9	549
Optional school/SAU question																						
A.	0										0											
B.	100	1	50	0	0	0	0	1	50	547	100	50	0	0	50	547						
C.	0										0											
D.	0										0											

ELA-WRITING RESULTS

Test Date:	March 2008
Grade:	5
SAU:	Falmouth School Department
School:	Falmouth Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 561–580)	2005-2006 2006-2007 2007-2008 Cum. Total*	11 2	6 1	11 2	6 1	260 46	2 0
Meets the Standards – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 541–560)	2005-2006 2006-2007 2007-2008 Cum. Total*	147 104	79 60	148 104	79 60	7844 6041	56 43
Partially Meets the Standards – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 521–540)	2005-2006 2006-2007 2007-2008 Cum. Total*	27 65	14 38	27 65	14 38	5365 7330	38 52
Does Not Meet the Standards – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 500–520)	2005-2006 2006-2007 2007-2008 Cum. Total*	2 1	1 1	2 2	1 1	524 555	4 4

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Writing (Standards F & G)	20	100	11.8	59.0	11.8	59.0	10.7	53.5
Stylistic and Rhetorical Aspects of Writing (Standard G)	12	60	6.3	52.5	6.2	51.7	5.6	46.7
Standard English Conventions (Standard F)	8	40	5.6	70.0	5.5	68.8	5.1	63.8

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write a narrative response. Content standards F and G are defined in Maine’s 1997 *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-WRITING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: Falmouth School Department
 School: Falmouth Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	172	2	1	104	60	65	38	1	1	542	173	1	60	38	1	541	13972	0	43	52	4	538
Ethnicity																						
African American/Black	2										2						382	0	31	57	11	534
American Indian or Native Alaskan	0										0						116	0	28	66	6	534
Asian or Pacific Islander	5	0	0	4	80	1	20	0	0	545	5	0	80	20	0	545	196	2	55	42	2	541
Hispanic	2										2						170	0	29	62	9	535
Caucasian/White	163	2	1	97	60	63	39	1	1	541	164	1	59	38	1	541	13108	0	44	52	4	538
Not Reported	0										0						0					
Identified disability																						
Yes	17	0	0	5	29	12	71	0	0	533	18	0	28	67	6	532	2372	0	12	72	16	529
No	155	2	1	99	64	53	34	1	1	542	155	1	64	34	1	542	11600	0	50	48	1	539
Current LEP																						
Yes	1										1						319	0	30	58	12	533
No	171	2	1	104	61	64	37	1	1	542	172	1	60	37	1	541	13653	0	44	52	4	538
Economically disadvantaged																						
Yes	4										4						5435	0	32	61	7	535
No	168	2	1	102	61	63	38	1	1	542	169	1	60	37	1	541	8537	0	50	47	2	539
Migrant																						
Yes	0										0						5	0	40	60	0	538
No	172	2	1	104	60	65	38	1	1	542	173	1	60	38	1	541	13967	0	43	52	4	538
Gender																						
Female	84	2	2	63	75	18	21	1	1	543	84	2	75	21	1	543	6750	1	55	43	2	540
Male	88	0	0	41	47	47	53	0	0	540	89	0	46	53	1	539	7222	0	33	61	6	535
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1745	0	26	69	5	534
No	172	2	1	104	60	65	38	1	1	542	173	1	60	38	1	541	12227	0	46	50	4	538
Gifted/talented program																						
Yes	6	0	0	5	83	1	17	0	0	548	6	0	83	17	0	548	464	2	74	23	0	545
No	166	2	1	99	60	64	39	1	1	541	167	1	59	38	1	541	13508	0	42	53	4	537

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-WRITING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 5
 SAU: Falmouth School Department
 School: Falmouth Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	2	67	1	33	0	0	542	2	0	67	33	0	542	5	0	29	57	14	533
B. less than one hour	78	2	2	85	64	44	33	1	1	542	78	2	64	33	2	542	66	0	44	52	3	538
C. one to two hours	18	0	0	16	52	15	48	0	0	540	18	0	52	48	0	540	26	0	45	52	3	538
D. more than two hours	2	0	0	1	33	2	67	0	0	539	2	0	33	67	0	539	2	0	28	60	12	533
Which of the following best describes how you rate yourself as a writer?																						
A. very good	21	2	6	28	80	5	14	0	0	547	21	6	80	14	0	547	25	1	54	42	3	540
B. good	56	0	0	60	63	34	36	1	1	542	56	0	63	36	1	542	50	0	46	51	3	538
C. fair	21	0	0	15	43	20	57	0	0	538	21	0	42	56	3	537	22	0	29	65	6	535
D. poor	2	0	0	1	25	3	75	0	0	535	2	0	25	75	0	535	3	0	18	63	19	530
How difficult was the writing part of this test?																						
A. harder than my regular schoolwork	19	0	0	14	45	16	52	1	3	538	19	0	45	52	3	538	14	0	33	56	10	535
B. about that same as my regular schoolwork	72	1	1	80	67	38	32	0	0	543	72	1	67	32	0	543	65	0	45	52	3	538
C. easier than my regular schoolwork	9	1	7	9	60	5	33	0	0	543	10	6	56	31	6	541	21	0	45	51	4	538
Optional school/SAU question																						
A.	0										0											
B.	100	0	0	1	50	1	50	0	0	537	100	0	50	50	0	537						
C.	0										0											
D.	0										0											